

The Promise Neighborhood Model: Family Engagement Challenges and Best Practices

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EXECUTIVE SUMMARY

Policy Questions

What is a Promise Neighborhood and what are the different forms a Promise Neighborhood can take? How do Promise Neighborhood administrators engage community members and how do parents and caregivers respond to the Promise Neighborhood family engagement strategies?

Background

Inspired by the Harlem Children's Zone, a Promise Neighborhood is a community centered on providing all children high-quality, coordinated health, social, and educational support from birth to college to career. The Obama administration currently funds Promise Neighborhoods in 20 states and in the District of Columbia. Three foundational principles of the Promise Neighborhood Initiative are (1) the Promise Neighborhood is not a one-size-fits-all model, but rather takes shape to the community it serves using community needs assessments; (2) Children and parents need wrap-around supports to foster a safe and healthy learning environment; and (3) community participation and buy-in are essential for improving the community.

Martez Hill, the Executive Director of the North Carolina State Board of Education, is interested in learning about the Promise Neighborhood model. He wants to know the various forms Promise Neighborhoods can take (e.g. their governance structure, the number of nonprofits involved, the number served, etc.). Because community engagement is such an essential component, he also wants to understand the strategies Promise Neighborhoods use to recruit families to participate.

Data and Methods

In this project, I studied three different examples of Promise Neighborhood models including the East Durham Children’s Initiative, the Kinston Promise Neighborhood, and the DC Promise Neighborhood Initiative. First, I conducted in-depth interviews with administrators to learn how they recruit children, parents, and caregivers to participate. Second, I conducted in-depth interviews with parents and caregivers to learn why they participate in the Promise Neighborhood programs. This expands the current research by incorporating administrators’ perspectives to learn their strategies and by interviewing parents and caregivers specifically on family engagement; this has not been done before. I also developed profiles on the three neighborhoods to illustrate the different forms Promise Neighborhoods can take.

Findings

Each administrator stressed the importance of involving community members in the Promise Neighborhood planning process. Each program also emphasized their collaborative efforts with local schools to share information with parents or caregivers. While the DC Promise Neighborhood Initiative utilizes a grassroots approach to community engagement, the East Durham Children’s Initiative and Kinston Promise Neighborhood have fewer resources. Instead, they rely on alternative recruitment strategies such as providing a parent advocate program and a parent and community advisory committee.

Parents, caregivers, and administrators explained that the main challenges to program participation are time constraints, transportation, and competing priorities. Many parents or caregivers expressed their concern that many parents are not taking advantage

of the Promise Neighborhood programming. They contribute their lack of participation to the aforementioned challenges, but also to the notion that many parents do not understand what being involved means.

Recommendations

When determining community engagement strategies for the Promise Neighborhood model, I recommend taking the following measures:

1. Engage families in the planning process
2. Partner with the local school
3. Develop a parent advocate program
4. Employ grassroots strategies
5. Determine how to best utilize parents and caregivers to communicate participation benefits to other community members

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BACKGROUND

What is a Promise Neighborhood?

Inspired by the Harlem Children's Zone (HCZ), a Promise Neighborhood is a community centered on providing all children high-quality, coordinated health, social, and educational support from birth to college to career. The federal Promise Neighborhood program began in 2010 when 21 communities received grants from the Department of Education of roughly \$500,000 to plan Promise Neighborhoods. In 2011, Congress approved \$30 million in funding for a second round of planning grants and a first round of implementation grants. The funding provided 15 planning grants of up to \$500,000 each, and six implementation grants of \$4-\$6 million each, over three to five years. In 2012, a third round of planning grants and a second round of implementation grants were received. Currently, Promise Neighborhood funding totals nearly \$100 million awarded to 20 states and the District of Columbia. Promise Neighborhoods represent over 50 urban, rural, and tribal communities and more than 700 schools across the country.

The Promise Neighborhood Initiative is a key component of the White House Neighborhood Revitalization Initiative (NRI), "an interagency federal partnership focused on empowering local communities to develop and obtain the tools and resources they need to transform neighborhoods of concentrated poverty into neighborhoods of opportunity that support the optimal development and well-being of children and families."¹ The purpose of Promise Neighborhoods is to significantly improve the

¹ Center for the Study of Social Policy. "Promise Neighborhoods," > <http://www.cssp.org/community/neighborhood-investment/place-based-initiatives/promise-neighborhoods>

educational and developmental outcomes of children in the United States' most distressed communities, and to transform those communities by —

1. Identifying and increasing the capacity of eligible entities that are focused on achieving results for children and youth throughout an entire neighborhood;
2. Building a complete continuum of cradle-to-career solutions of both educational programs and family and community supports, with great schools at the center;
3. Integrating programs and breaking down agency “silos” so that solutions are implemented effectively and efficiently across agencies;
4. Developing the local infrastructure of systems and resources needed to sustain and scale up proven, effective solutions across the broader region beyond the initial neighborhood; and
5. Learning about the overall impact of the Promise Neighborhoods program and about the relationship between particular strategies in Promise Neighborhoods and student outcomes, including through a rigorous evaluation of the program.²

During an election speech in Anacostia, Obama said, “When I’m president, the first part of my plan to combat urban poverty will be to replicate the Harlem Children’s Zone in 20 cities across the country.”³ Paul Tough describes what is most striking about Obama’s proposal. He explains that,

He [Obama] didn’t conceive of it as just one more federal spending program. It was, instead, something more potentially disruptive: a thorough overhaul of existing federal aid to inner cities, a blueprint for a more coordinated, more effective, more responsive way to direct the often haphazard flow of

² US Department of Education. “Promise Neighborhoods,” >
<http://www2.ed.gov/programs/promiseneighborhoods/index.html>

³ MacGillis, Alec. “Obama Says He, Too, Is a Poverty Fighter.” Washington Post, July, 2007 >
<http://www.washingtonpost.com/wp-dyn/content/article/2007/07/18/AR2007071802529.html>

government money to urban neighborhoods devastated by the multiple effects of concentrated poverty.⁴

The Harlem Children's Zone is a pivotal program that shifted how the federal government views and approaches community change efforts.

While Promise Neighborhoods can take different forms, they all contain similar components. Promise Neighborhood applicants use the Harlem Children's Zone model to guide their own strategic vision. The HCZ model focuses primarily on social, health, and educational development of children. The educational components of HCZ include early childhood programs, public charter schools, academic advisors and afterschool programs, and a support system for former HCZ students who are now in college. Health services include a fitness program, asthma management, and a nutrition program. Neighborhood components include one-on-one counseling to families, foster care prevention programs, community centers, organizing tenant associations, programs for developing job-related skills and for finding employment.⁵ The Harlem Children's Zone was one of the first programs designed on the belief that it takes both effective schools and strong community services to improve student outcomes for children in low-income neighborhoods.

Similar to the main goal of the HCZ, all Promise Neighborhoods aim to create a "tipping point" by providing community-wide supports. To achieve this "tipping point," the collective programs strive to reach around 65 percent of the total number of children served. By reaching a critical mass of the population, children would be surrounded by positive peer influences and supportive adults. Since its creation, the HCZ has expanded to include almost 100 blocks of Harlem, serving more than 10,000 children and 13,000

⁴ Tough, Paul. "What Does Obama Really Believe In?" New York Times, August, 2012 >

http://www.nytimes.com/2012/08/19/magazine/obamapoverty.html?pagewanted=1&ref=magazine&_r=0

⁵ Whitehurst, Grover J. and Michelle Croft. "The Harlem Children's Zone, Promise Neighborhoods, and the Broader, Bolder, Approach to Education." Brown Center on Education Policy at Brookings, July 2010, pp. 1

adults. Communities developing their own Promise Neighborhoods also look to replicate HCZ's theory of change.

The theory of change underlying the HCZ model requires the coordination of five core principals:

1. Serve an entire neighborhood comprehensively and at scale. Engaging an entire neighborhood helps to achieve three goals: it reaches children in numbers significant enough to affect the culture of a community; it transforms the physical and social environments that impact the children's development; and it creates programs at a scale large enough to meet the local need.
2. Create a pipeline of support. Develop excellent, accessible programs and schools and link them to one another so that they provide uninterrupted support for children's healthy growth, starting with pre-natal programs for parents and finishing when young people graduate from college. Surround the pipeline with additional programs that support families and the larger community.



3. Build community among residents, institutions, and stakeholders, who help to create the environment necessary for children's healthy development.
4. Evaluate program outcomes and create a feedback loop that cycles data back to management for use in improving and refining program offerings.

⁶ <http://www.sccgov.org/sites/mhd/MHSA/PEI/Documents/Harlem-Children's-Zone.pdf>

5. Cultivate a culture of success rooted in passion, accountability, leadership, and teamwork.⁷

While Promise Neighborhoods use HCZ as a reference when developing its own theory of change, some components of the program are challenging to scale across the country.

Meeting the criteria to implement this theory of change requires significant financial resources. It took the Harlem Children's Zone several years to reach 65 percent of the children in the neighborhood. In 2009, the total budget was \$67 million, costing about \$3,500 per participant (adults and children). Two-thirds of this funding came from private sources. Over time, the HCZ has received over \$100 million in philanthropy to support its approach. This funding is radically different than Obama's spending on the Promise Neighborhood Initiative.

Rather than spending "a few billion dollars a year," as promised in his 2007 election speech in Anacostia, his administration has spent \$40 million in the last three years with another \$60 million in grants going to communities this year.⁸ Paul Tough believes this decrease stems from the Obama administration's antipoverty path that spends billions of dollars on direct aid to poor people rather than on concentrated urban poverty. While Promise Neighborhoods have used the HCZ as a model, policymakers and community leaders will need to determine if they can successfully replicate this model with less funding.

⁷ Harlem Children's Zone. "Whatever it Takes: A White Paper on the Harlem Children's Zone," >
<http://www.hcz.org/images/stories/HCZ%20White%20Paper.pdf>, pp. 4

⁸ Tough, Paul. "What Does Obama Really Believe In?" New York Times, August, 2012 >
http://www.nytimes.com/2012/08/19/magazine/obama-poverty.html?pagewanted=1&ref=magazine&_r=0

Why the Community Approach?

The community approach to support children academically and developmentally is appealing because research generally indicates that non-school factors, characteristics outside the formal educational setting, have a lot to do with children and adolescent's success in school. Non-school factors most commonly discussed include poverty, race, family structure, health, parenting, and peer influences. Christopher Boccanfuso et al. find in some cases, for example with poverty, the links suggest a cause-and-effect pattern, but breaking the pattern is difficult and expensive. Other non-school factors, such as the peer influences appear to be easier to change.⁹ The community approach attempts to identify the malleable factors and provide wraparound services for children and families rather than focus on a single factor such as poverty.

Sebastian Castrechini and Rebecca London report positive outcomes from the Redwood City 2020 community schools initiative in California. They write, "Community schools that align schools and community resources are a promising strategy for improving student outcomes by providing wraparounds services that meet the social, physical, cognitive, and economic needs of both students and families."¹⁰ As shown here, rather than working in isolation, schools can work with communities to provide better, well-rounded services to students. The Harlem Children's Zone provides another perspective on the necessity of the community approach.

The creators of the Harlem Children's Zone believe most traditional poverty-fighting approaches are narrowly focused. The organization states, "Hampered by a lack of resources, many are not able to provide high-quality programs, or if they can, it is only

⁹ Boccanfuso, Christopher, Kristin Anderson Moore, and Camille Whitney. "Ten Ways to Promote Educational Achievement and Attainment Beyond the Classroom." *Child Trends*, July 2010

¹⁰ Castrechini, Sebastian and Rebecca A. London. "Positive Student Outcomes in Community Schools." Center for American Progress & John W. Gardner Center for Youth and Their Communities, 2012

to a few hundred children. Others attend to only a single age group, failing to address all the developmental needs of children. And the great majority of approaches neglect the neighborhood environment that surrounds children and affects them profoundly.”¹¹ The malleable non-school factors they focus on include parenting and healthcare. They believe the community approach can be more successful and impact more children; First, children are more likely to be healthy and self-reliant if a critical mass of the adults around them are engaged in local educational and social activities and well versed in techniques of effective parenting. Second, the earlier the child is served by sound healthcare and appropriate intellectual and social stimulation, the more likely that child will grow into a healthy, productive citizen.¹² Proponents of the community approach believe that schools are not enough to provide all the supports children need. For the community approach to be successful, family engagement is essential.

The Department of Education has emphasized the importance of family engagement because it believes, “Engaging families and communities in education is critical to improving outcomes for all students, particularly students in high-need schools. Under current law, family engagement is too often focused on a checklist of activities rather than on driving results, funding isn’t always targeted to the most effective practices, and family engagement is treated as a discrete activity rather than an integrated strategy that should have a place across multiple programs.”¹³ Because strong family engagement programs have produced successful student outcomes, the Obama administration has prioritized education incentives with strong family engagement components.

¹¹ Harlem Children’s Zone. “Whatever it Takes: A White Paper on the Harlem Children’s Zone,” > <http://www.hcz.org/images/stories/H CZ%20White%20Paper.pdf>

¹² Ibid.

¹³ US Department of Education. “Supporting Families and Communities: Reauthorizing the Elementary and Secondary Education Act,” > <http://www2.ed.gov/policy/elsec/leg/blueprint/faq/supporting-family.pdf>

Becoming a Promise Neighborhood

The application process to receive federal grant funding is rigorous. Out of the 339 applications in 2010, only 21 were chosen, a selection rate just over six percent.¹⁴ While the DC Promise Neighborhood Initiative won federal grant funding, the Kinston Promise Neighborhood and the East Durham Children's Initiative applied but did not win.

Promise Neighborhood grantees must have a lead agency, which can either be a nonprofit, institutions of higher education, or Indian tribes that must team up with one or more school in their neighborhood. At least one school must be low performing. The applicants must also propose strategies based on best available evidence of improving outcomes and the community. The Department of Education used various criteria to judge the applications including (1) Determining severity of need; (2) Organizational capacity and experience serving the neighborhood; (3) Identifying service gaps; (4) Designing continuum solutions; (5) Coordinating with similar or related efforts; (6) Experience in school improvement; (7) Experience generating community support; (8) Experience securing funding; (9) Potential for long-term systems change; and (10) Potential to sustain and apply the model.¹⁵ Patrick Lester, from the Alliance for Children & Families and United Neighborhood Centers of America, explains to become a Promise Neighborhood the applicant needed,

1. Significant organizational capacity;
2. Access to sophisticated evaluation and data expertise (coming from partnerships with local universities as well as national organizations like the Urban Institute,

¹⁴ Lester, Patrick. "What it Took: Lessons Learned from the First Cohort of Promise Neighborhood Planning Grant Applications." Alliance for Children & Families and United Neighborhood Centers of America, December, 2010

¹⁵ Ibid.

Promise Neighborhoods Research Consortium, Mathematica and Social Solutions);

3. Substantial evidence with local schools;
4. Substantial community, political, and fundraising-related relationships;
5. Solid grant writing and a little luck¹⁶

Beyond identifying their experience generating community support, applicants must also think about how they will engage families and other residents in planning and implementation. Applicants are also required to involve the community in the plan-making process and make sure that members in the community participate in assessing progress towards the project's goals. The Promise Neighborhood Institute states, "The governance structure of every Promise Neighborhood must be representative of the area served- the NIA [Notice Inviting Applications] defines this as having a governing or advisory board that includes residents and asks applicants to describe how residents will have an active role in the organization's decision making.'"¹⁷ While becoming a Promise Neighborhood is challenging and tedious, the large number of applications illustrates the growing support for the community, wraparound approach.

Does the Harlem Children's Zone/Promise Neighborhood Model Work?

The Harlem Children's Zone and the Promise Neighborhood model focus on the idea that services must be provided in a continuum from birth to college to career. Research argues that adolescent and adult health improves when infants, toddlers, and children are exposed to supportive educational environments. Economists such as James

¹⁶ Ibid.

¹⁷ Promise Neighborhood Institute. "Planning a Promise Neighborhood." >
<http://promiseneighborhoodsinstitute.org/How-to-Build-One/Planning-a-Promise-Neighborhood>

Heckman contend that, “such environments, which include high-quality instruction, supportive homes and social experiences, and food security, enhance the development of cognitive and non-cognitive skills (including emotional security, motivation, risk aversion, self-esteem, and self-control), which are integral to long-term health.”¹⁸ The HCZ focus on early education has proven to be beneficial. For the eighth year in a row, 100 percent of the children who participated in HCZ’s original Harlem Gems pre-K program were school ready. Children participating in HCZ’s Asthma Initiative have missed fewer days of school and have fewer emergency-room visits due to asthma.¹⁹ Unlike the early education programs, data to determine the success of their charter middle school students are more challenging to measure.

Currently, debate exists over what the HCZ has accomplished. The Dobbie-Fryer study results affirmed the success of HCZ. Although they do not state specific reasons for their findings, they conclude that the Promise Academy, HCZ’s charter middle school, and additional support services reversed “the black-white achievement gap in mathematics.”²⁰ They do specify, however, that community investments alone cannot explain the results. High-quality schools or high-quality schools coupled with community programs are key to student success.²¹ Helen Zelon criticizes their study and claims Fryer and Dobbie based their conclusions on gains made by one class on a single test in a single

¹⁸ Masi, Christopher. “The Health Promise of Promise Neighborhoods.” *The Journal of Health Care for the Poor and Underserved*, Vol. 23, No. 3, August, 2012, pp. 965

¹⁹ Policy Link. “Promise Neighborhoods: A Comprehensive Approach to Expand Opportunity for All Children,” > http://c.ymcdn.com/sites/www.gcyf.org/resource/resmgr/ac_2011/8mon345_childrengmovements-h.pdf

²⁰ Hanson, Danielle. “Assessing the Harlem Children’s Zone.” *The Heritage Foundation, Center for Policy Innovation*, No. 8, March 2013, pp. 5-6

²¹ Whitehurst, Grover J. and Michelle Croft. “The Harlem Children’s Zone, Promise Neighborhoods, and the Broader, Bolder, Approach to Education.” *Brown Center on Education Policy at Brookings*, July 2010, pp. 2-3

year. Zelon continues to explain that for other grades, in other years, state-exam scores have not been as impressive.²²

The program is still relatively new, which makes drawing conclusions difficult. Most of the collected data have been on students from the Promise Academies. This data, however, provide only a limited scope for evaluating the full impact of the zone. Researcher Danielle Hanson explains, “to evaluate the Zone fully, analysts would need to measure the cumulative social impact of the organization on the Harlem community, not just the specific results of the Zone schools. While academic success is an important factor in rebuilding a community, it is just one piece in the overall puzzle, not the puzzle itself.”²³ Promise Neighborhoods have continued to learn from the Harlem Children’s Zone not just in implementing programs but also in evaluating the programs. Promise Neighborhoods determine sound methods of collecting quality data and partner with researchers, who will continue attempting to develop causal relationships between program inputs and participant outcomes. The federal government has spent millions of dollars on Promise Neighborhoods, and ultimately, the Department of Education does not know whether they work.

Although the Department of Education is unsure about the general Promise Neighborhood outcomes, the agency is confident in the benefits of family and community engagement. Herman Lelieveldt writes, “Following its rise to popularity in academia, governments have increasingly recognized the relevance of the social capital concept for policymaking, including urban politics...The social capital concept points to a much more socially determined and locality-based mix of ‘trust, norms, and networks that can

²² Ibid. 18, pp. 6-7

²³ Ibid. 18, pp. 4

improve the efficiency of society by facilitating coordinated actions.’’²⁴ The Promise Neighborhood Initiative’s vision is to harness a community’s social capital because local residents and community organizations are in the best position to determine the needs of their community.

While researchers continue to better understand the impact of Promise Neighborhoods on student outcomes and other social measures, my goal is to fill in a specific research gap. Promise Neighborhood applicants are expected to identify their family recruitment strategies and how community members will assist in the planning process. My goal is to explore how Promise Neighborhood administrators realistically engaged and recruited community members on the ground. In other words, I wanted to determine whether they were able to follow through on their strategic vision stated in their application responses. I asked administrators about how they engaged residents to assess the community’s needs and generate the necessary buy-in to ensure participation in their community programs. I then asked community members, specifically parents and caregivers, how they are engaged with the Promise Neighborhood, if they believe better results are possible through the Promise Neighborhood, and whether they feel a sense of personal power to improve conditions and circumstances for their family and the broader community.

DATA AND METHODS

Ultimately, I conducted two sets of interviews: one for the administrators and another for the parents and caregivers. Specifically, when interviewing administrators I

²⁴ Lelieveldt, Herman. “Helping Citizens Help Themselves: Neighborhood Improvement Programs and the Impact of Social Networks, Trust, and Norms on Neighborhood-Oriented Forms of Participation.” *Urban Affairs Review*, Vol. 39, No. 531, May 2004, pp. 534

wanted to learn: (1) How community members are engaging in the Promise Neighborhood planning process; (2) Effective and ineffective recruitment strategies; and (3) How the Promise Neighborhood develops community buy-in. When interviewing the parents and caregivers, I wanted to understand: (1) Why parents and caregivers choose to participate in Promise Neighborhood programs; (2) How they heard about the program; and (3) If and how parents and caregivers feel like they are positively impacting their family by participating.

I am expanding the research by involving in-depth interview responses. Promise Neighborhoods collect survey responses from participants, but very few have conducted in-depth interviews specifically on family engagement. The practical purpose of the analysis is to evaluate the family engagement component of Promise Neighborhoods and inform ongoing data collection. Using an inductive approach, I will point out what Promise Neighborhoods look like and what they are doing to engage families. By interviewing both groups, I will gain a unique perspective between the program producers and the end-users.

While this study illustrates a valuable perspective and expands the current literature, certain research limitations may affect my results. The project's first limitation is the interview sample size. Ideally, I would have liked to interview parents or caregivers who did not participate in the programs or those who dropped out of the program. Unfortunately, recruiting that subsample was too difficult. Second, because the Promise Neighborhood's administrators advised me on which parents or caregivers to interview, my sample may be biased or present an overly supportive opinion about their Promise Neighborhood. Third, I had limited resources to visit more than three sites. By focusing

on only three Promise Neighborhoods, I cannot generalize my findings about community engagement strategies. That being said, this report provides a strong starting place to study strategies to engage community members and the recruitment challenges facing Promise Neighborhoods.

The three wraparound programs or Promise Neighborhoods I focused on are the East Durham Children's Initiative (EDCI), the Kinston Promise Neighborhood (KPN), and the DC Promise Neighborhood Initiative (DCPNI). I have chosen the East Durham Children's Initiative and the Kinston Promise Neighborhood because they do not receive federal funding. EDCI does not refer to itself as a Promise Neighborhood but uses a similar model. This will help illustrate a unique form of Promise Neighborhoods. Both applied for the grant money and did not win, but EDCI and KPN will have answered the same applications questions as the DC Promise Neighborhood Initiative. I chose to focus on Kinston, NC because it is a rural community and will provide a different perspective from the urban communities in Durham and Washington, D.C. I interviewed the community engagement directors in each of the three neighborhoods, and I interviewed five parents from both the East Durham Children's Initiative and the Kinston Promise Neighborhood. I used a convenience sampling method by asking program administrators to connect me with parents and caregivers.

Before presenting my interview findings, I will provide profiles for the three different neighborhoods. Each neighborhood serves a unique population that struggles with various economic, social, educational, and health challenges. Each profile will identify the different forms Promise Neighborhoods can take by breaking down (1)

demographics of the community; (2) the number of people served; (3) the programs within the Neighborhood or Initiative; and (4) how the programs are managed.

NEIGHBORHOOD PROFILES

DC Promise Neighborhood

The DC Promise Neighborhood Initiative (DCPNI) is located in the Parkside-Kenilworth neighborhood of Ward 7; the area is 2 miles long by 1 mile wide and contains seven contiguous neighborhoods. 7,000 people reside in the zone, including 2,500 children and young adults (ranging in age from 0-18). 95.7 percent of students K-12 are African-American and four percent are Hispanic. 38 percent of children live below the poverty line; 25 percent of children are born to teen mothers; 72 percent of families are headed by a single female; and three out of the four schools are underperforming.²⁵ Irasema Salcido, founder of the Cesar Chavez Public Charter School, pushed to develop a Promise Neighborhood to provide Parkside-Kenilworth children with better opportunities for learning.

Salcido reached out to the community's public schools to join a coalition of businesses, nonprofits, and churches to win the Department of Education's Promise Neighborhood grant. DCPNI won the federal grant in 2010; the grant was approximately \$500,000. Since winning the planning grant, DCPNI has completed 18 months of planning and nearly 12 months of program piloting and implementation. Currently, DCPNI has 43 partners and has provided over 3,632 services to students and their families. The Cesar Chavez Public Charter School website reads: "DCPNI has become

²⁵ Figel, Eileen. "Promise Neighborhoods: Hope for a better community." LISC Institute for Comprehensive Community Development, Nov. 14, 2011

the catalyst to the gathering of a unique, committed partnership that cuts across all community sectors – community residents, businesses, philanthropies, policy makers, education and education officials at every level, service providers, researchers, and professional experts.”²⁶ This collaboration aims to address issues of health, nutrition, housing, economic development, and education.

DCPNI has four partner schools: Chavez Parkside Middle School and High School, Neval Thomas Elementary School, and Kenilworth Elementary School. The schools have collaborated with residents and school leaders to develop a plan to replicate the Harlem Children’s Zone. Leaders have worked with The Annie E. Casey Foundation, America’s Promise Alliance, the Urban Institute, and the Aspen Institute to develop the DCPNI model; this model contains a unique “Five Promises for Two Generations” strategy. Their goal is to deliver services for both children and their parents. The five promises for residents include providing: (1) Caring adults in children’s lives, as parents, mentors, teachers, coaches, and resources; (2) Safe places in which to live, learn, and grown; (3) A healthy start and healthy future; (4) An effective education that equips children and parents with marketable skills; and (5) An opportunity to give back to one’s community.²⁷ Overall, DCPNI has now completed its plan to ensure that each child will enter kindergarten ready to learn, become proficient in core academic subjects, graduate from high school, and a receive a post-secondary degree or certification.

The DC Promise Neighborhood Initiative is not an umbrella organization. DCPNI partners with community organizations to increase their capacity. Over the past year, DCPNI has continued to define its role in the community. The organization is a catalyst

²⁶ Cesar Chavez Public Charter Schools for Public Policy. “Chavez Public Charter Schools Wins Federal Award for DC Promise Neighborhood Initiative.”

²⁷ DC Promise Neighborhood Initiative. “Approach” > <http://dcpni.org/approach>

in the community. For example, DCPNI offers support and resources to partner schools to ensure students receive additional programs beyond the school day. DCPNI identifies the goals of each community organization and determines how residents can gain greater access to community services. In other words, the DC Promise Neighborhood Initiative utilizes community assets and scales those resources to reach the entire community.

Kinston Promise Neighborhood

The Kinston Promise Neighborhood (KPN) is an 80-square block area of East Kinston and an additional 18-square block area to the west in the Mitchelltown community. Kinston's population of 22,000 people continues to decline, primarily due to the lack of employment opportunities. The poverty rate is 34 percent, over twice the poverty rate for North Carolina. Of the families living in poverty, 54 percent live in a household with a female head and no husband present. 2,500 children and young adults live in Kinston; their ages range from zero to 18.²⁸ Lenoir County ranks ninth in North Carolina for teenage pregnancy rates. Between the ages of 15-17, fifty girls for every 1,000 become pregnant. East Kinston is known for high crime rates, public housing, food deserts, and low-performing schools.

Kinston Promise Neighborhood, Inc. became a nonprofit collaborative designed to provide a network of academic, family, and community supports in 2010. KPN applied for the DOE's Promise Neighborhood planning grant, but did not win. KPN works directly through a network of community partners and with a national partner, America's Promise Alliance. Previously, city initiatives have focused on attracting new development and private investment in the community. The Kinston Promise Neighborhood model is

²⁸ Robeson, Betsy. "Kinston Promise Neighborhood, Inc.: Strategic Business Plan, Feb. 2013

also based on the Harlem Children's Zone. A report highlighting the neighborhood states, "Kinston Promise Neighborhood, Inc. will monitor existing programs and ensure continuity from grade to grade. The organization will review current program offerings and ensure adequate programming exists across five core areas (academics, mentoring, health, safety, and service) at each of the major developmental stages."²⁹

The Kinston Promise Neighborhood has fifteen partners. KPN also works with six schools in the area: Southeast Elementary School, Northeast Elementary School, Rochelle Middle School, Children's Village Academy, Kinston Charter School, and Kinston High School. The Kinston Promise Neighborhood partner schools show consistent, low performance in both reading and math when compared to the state average. For example, on the ABC End-of-Grade Tests for elementary school reading, the KPN elementary schools scored 40-percentage-points lower than the state average. KPN aims to support students and play a key role in ensuring that children have a wide range of educational, mentoring, health, safety and community programs.

Kinston Promise Neighborhood, Inc. is not an umbrella organization that facilitates communication between the various community organizations. Because KPN has a small staff, the organization works through existing community partners. The Kinston Promise Neighborhood promotes and supports existing organizations, rather than develop their own programs like the DC Promise Neighborhood Initiative. For example, KPN supports existing organizations and programs by applying and receiving state, federal, and foundation grants.

²⁹ Robeson, Betsy. "Promise Neighborhood Project, Kinston, NC." Community and Economic Development in North Carolina and Beyond, Feb. 7, 2013

East Durham Children's Initiative

The East Durham Children's Initiative (EDCI) includes 120-blocks, 1.2-square-mile area east of downtown Durham. Durham experienced a surge in Hispanic population growth from 1999-2008. By 2010, the Hispanic population reached 30,000. Today, 7,395 people reside in East Durham. EDCI serves around 3,000 children and youth living in the zone. 63 percent of the East Durham population is African American, 27 percent are Hispanic, and 8 percent are white. 40 percent are below the poverty level. The neighborhood struggles with various challenges including poverty, unemployment, teen pregnancy, obesity, crime, education outcomes, and food insecurity.

EDCI was founded in 2008 and officially became a nonprofit entity in 2012. Before implementing their own EDCI programs, Durham community leaders visited the Harlem Children's Zone. Learning from their trip, the East Durham Children's Initiative developed a vision for their own "pipeline of services." The key elements of the pipeline include: early childhood services, public school improvements and enhancements, afterschool and summer programs, literacy initiatives, health and nutrition, community involvement and empowerment, and increased access to community resources.³⁰ Unlike HCZ, however, EDCI partners with local organizations to provide most of its services.

EDCI contains attendance zones for Y.E. Smith Elementary School, Neal Middle School, and Southern High School. EDCI strategically focused on developing its early childhood and elementary school programs in the first year of implementation (2011-2012). EDCI partners with Durham Public Schools (DPS) and works collaboratively with DPS staff. Additionally, EDCI has 30 community partners. EDCI's pipeline includes 40 services for early childhood, elementary school, middle and high school, family, health,

³⁰ The East Durham Children's Initiative. > <http://edci.org/mission/>

and social services, and the community. The East Durham Initiative also developed a national partnership with America's Promise Alliance.

The East Durham Children's Initiative is the umbrella organization, which oversees various partners working in the community. EDCI facilitates communication between the organizations to create new strategies to address community needs. Partner organizations meet quarterly to share their work and determine how best to eliminate gaps between each service. In other words, partners communicate with each other to ensure that the pipeline of services connects. Community members do not interact with only one partner organization, but rather they are connected to different programs through referrals. At the quarterly meetings, partnership leaders identify community members who may benefit from specific programs, and this streamlines the recruitment process.

FINDINGS

Family Engagement Strategies

The DC Promise Neighborhood Initiative is the only organization that engaged families in the planning process. Community members identified specific community needs and collaborated with numerous organizations to identify the best ways to organize community resources. DCPNI's community engagement department has two different groups. First, their division of programs and family advancement group recruits program participants. Second, the community engagement group handles community affairs and informs the community about their work. They also respond to community questions and concerns. Both groups are responsible for identifying how DCPNI engages the community in their work.

When discussing family engagement strategies, the DCPNI representative explained the importance of having both communication skills and community organizing skills. Their approach to family engagement is through grass roots strategies. A team of Program Ambassadors, made up of community members, conducts community outreach by passing out flyers, answering questions, and sharing information about upcoming events. Ambassadors and DCPNI staff have gone door to door to conduct surveys and introduce themselves to the residents of the ward. The DCPNI staff operates in a former school within the community and turned the school into the Promise Center. The Center has become a community hub where many programs take place.

DCPNI's partnerships with the local schools provide accessible avenues to communicate with families. For example, DCPNI has hosted multiple open houses at the schools to communicate about DCPNI's mission and programs for both students and parents. At these events, families learn about out-of-school opportunities for their students and about adult classes. DCPNI can also send home literature about their programs through the school. The DCPNI representative explained that even during this technological age, many families do not have access to computers or the Internet at home. The grass roots approach has avoided this barrier and allows DCPNI to communicate with community members outside of social media sites, such as Facebook and Twitter.

The Kinston Promise Neighborhood did not engage families in the planning process of the Neighborhood. The planning process involved mainly business professionals from the community. Retrospectively, the KPN representative stressed the importance of bringing families to the table immediately and recognized their own

oversight during the planning process. Once KPN realized the importance of parent involvement, they had several sessions geared towards parents. The first meeting asked community members to voice their community needs and where KPN should focus its efforts. The next meeting provided families with information about service providers for youth. The following session discussed how families could become more involved with their students and their education process.

Due to KPN's small staff size, the organization cannot utilize the same grass roots approach as the DC Promise Neighborhood Initiative. The KPN representative said that the organization was the best-kept secret for the first two years. She explained that community members are starting to learn more about KPN and what they do through a shared leadership process. KPN has strong relationships with the Partnership for Children and the local schools. These two groups help share information about KPN to families and students through their own communication systems. KPN plans on conducting a marketing campaign in the near future. For now, families can learn more about KPN and its programs through word-of-mouth, the website or their Facebook page.

The East Durham Children's Initiative's planning process involved various Durham leaders. The organization had a large conversation with about one hundred people about EDCI, but unfortunately not many East Durham residents attended this meeting. Instead, people who worked in Durham attended. The EDCI representative also advised strongly for having parents at the planning table. Currently, the organization is working to improve opportunities to incorporate feedback from the residents on their programming. Many of the EDCI programs have originated from community members explaining a need for a program or service.

EDCI's main strategy to engage families is by working through its main partner school, Y.E. Smith Elementary School. The organization's first initiative was a parent advocate program. After fostering a strong partnership with Durham Public Schools (DPS), employees from DPS became parent advocates. Each parent advocate is assigned a workload of around twenty families. Families can call their advocate to ask questions about school policies, learn about specific programs and camps, and to communicate with teachers. EDCI found participants by sending letters home with students, calling homes, sending flyers, and conducting information sessions at school. Currently, the parent advocate program serves around 200 families and students. The program also provides EDCI with parent feedback about other community needs and programs.

Last January, the East Durham Children's Initiative also hired community ambassadors to conduct door-to-door outreach. The ambassadors receive community feedback and provide information on programs and resources. Parents or caregivers can also join a parent and community advisory committee that meets three to four times a year. At the meetings, EDCI shares news about programs and the committee members provide feedback on programs. Members also discuss community challenges and help EDCI determine possible solutions. For example, the committee is currently discussing how to communicate with families about what being engaged really means. They want other families to be more engaged with their child's education, and more importantly they want to set expectations for what family engagement looks like in the Durham community.

Barriers to Family Engagement

Each community engagement coordinator explained that many families want to participate in programming, but they are too busy. Because the neighborhoods serve low-income people, many parents or caretakers have service jobs or multiple jobs. In other words, they are unable to attend meetings, events, or programs because they have to work. On the other hand, many residents are unemployed. The DC Promise Neighborhood Initiative, for example, attempts to work with many unemployed parents or caregivers. The DCPNI coordinator explained, “We have a higher than average unemployment rate for the city. For us, the challenge is that people need jobs and that is not something we are offering. We are more so offering training and resources that we point families to.” DCPNI has difficulty recruiting these community members because they prioritize job-placement or vocational programs. Also, parents or caregivers may be able to attend meetings, but they do not have transportation or babysitters for their children.

The DCPNI representative also explained challenges from a communications standpoint. She expressed her concern with overusing technology and said, “You are used to using technology – Facebook and Twitter – but is that the way to reach out lower-income community? They may be on mobile phones, but not on the internet on a home computer.” The DC Promise Neighborhood Initiative depends on word of mouth and a grassroots approach to limit online communications with families. She explained that DCPNI is still brand new, so while sustaining this grassroots approach, they also need to launch the programming and be there over time.

In the Kinston Promise Neighborhood, the administrator found that the political process intimidates many parents and caregivers. Kinston has low Parent Teacher

Association (PTA) participation because many families do not feel comfortable approaching school administrators. The administrator explained that families felt intimidated approaching the Board of Education or City Council to articulate concerns. She explained further, “You could be intimidated just by walking into the doors of the school, like you are not welcome and getting the coldest reception.” The KPN representative also expressed the challenges of managing both programming and communications at the same time.

When discussing the barriers to family engagement in the Kinston Promise Neighborhood, the administrator said, “We are long overdue for a marketing campaign. For the first two years, we were the best kept secret in town, but I think folks are starting to learn about us and what we do.” Because KPN has a small staff, their first goal is to provide services through different existing organizations. KPN plans on reapplying for the Department of Education’s Promise Neighborhood grant, but for now, their main goal is to reduce the number of groups working in silos. She explained, “The idea is that these groups are not working in silos. If we take those walls down and then it can be simple things like ‘what are you planning for February?’” KPN’s small staff size limits their capacity to efficiently and consistently engage community members.

Another barrier to family engagement is that many adult residents feel reluctant to trust another intervention or program solution. The East Durham Children’s Initiative representative explained, “We have seen the immigrant population has been easier to engage. Folks who have come to this country more recently express a need for a better life for their children. They are more interested in doing everything offered.” She continued to clarify that families who have lived in Durham for longer have been the

subjects of many different local, state and federal programs and services. They have not seen a sustainable solution to community issues like poverty, healthcare, and unemployment. Therefore, many residents are wary when the next big idea comes into town.

For EDCI, transportation and time is also a barrier to family engagement. The administrator explained that this is across socioeconomic groups. Many families tell her, “I would love to participate, but I need to focus on what’s in front of me right now.” Every parent or caregiver expressed this concern of time and transportation when asked about their barriers to participation in Promise Neighborhood programming. In places like East Durham or Kinston, limited public transportation keeps many children and families from participating.

The Parent or Caregiver Perspective

East Durham Children’s Initiative

Parents and caregivers said that EDCI programming was the best thing about their community. Families learned about EDCI and its programs through the school. They received letters home and called to learn more about the parent advocate program. The families call, text, or see their parent advocate on a weekly basis. One mother explained, “They let me know what is going on, that way I know what opportunities there are for me and my children.” Another interviewee, a student’s grandmother, expressed her gratitude for her parent advocate and said, “I think every single school needs an EDCI. I can call my parent advocate at any time, and if I call her with a problem, she tries to help me find a solution. For people who do not know the resources available, they can really help.”

When providing a specific example of how a parent advocate can help, the EDCI

coordinator explained, “For parents who do not know what their rights or responsibilities are at the school – like you need to send a note for your child if he/she is late, or the school has to test your child for learning delays – we help with that.” The East Durham Children’s Initiative also provides parents and caregivers opportunities to participate through serving on the parent community advisory committee.

The interviewees also serve on the parent community advisory committee, which provides them opportunities to share feedback and learn about any EDCI updates. One mother explained how she felt more empowered by being on this council because they really take her views into account. For example, she said, “We had English class in the morning, but we asked them to switch the time at night so more people could come. EDCI helped us bring in the English teacher even though they did not have the funds to pay. We pooled our money together and EDCI tried very hard to make it work.” Another mother explained the importance of the advisory committee and said, “I feel very free to talk about my recommendations about the type of programs maybe they don’t have and how the current programs could be improved.” The committee also provides EDCI with strategies to better engage community members.

One interviewee explained that East Durham faces many challenges. She said, however, with a program like EDCI, you can embrace those challenges. She enjoys working with other parents and caregivers to solve community problems and figure out how best to set community expectations around family engagement. One caregiver explained, “The problem is that many parents think they are involved, but they are not. We have expectations that they do not know about. If we could explain more about what being engaged means and how important it is that they are more involved, maybe that

could help.” All the EDCI family members expressed their gratitude to EDCI and wanted more parents and caregivers to take advantage of the services.

One interviewee explained that the community has changed since EDCI joined the neighborhood. She said that people have taken more pride in their community and interact more. This pride, she explained, makes people want to get to know each other and move beyond the fear and hesitation that has kept many families feeling isolated in the community. When asked why families do not take advantage of EDCI programming and supports, one interviewee stated, “They are working or maybe they don’t want to leave their houses...other responsibilities maybe.” Another parent responded, “They are lazy.” For example, when referring to the English class, the mother explained, “People had to get up early for the English class, some people just don’t like getting up early.” When interviewing parents and caregivers from the Kinston, similar themes arose about family engagement or the lack thereof.

Kinston Promise Neighborhood

One Kinston mother explained that she liked the offered programs, but time and work often kept her daughters from participating. She said, “I am in school full time and work full time. I currently work 12-hour shifts three days a week and every other Saturday. It really depends on the day and when I am in school.” Another mother explained, “Transportation is a problem. If you don’t have the gas or a vehicle, it leaves them out because there is no public transportation.” She also said that many parents don’t know about the programs.

The interviewees heard about KPN through the school or through church. One parent said, “A lot of times, parents tell other parents. We have a local TV station, but if

you don't have it, you don't know what is going on. If you tell churches, then churches tell other churches. When my church tells me, I spread it to my job and to other people who I think would get a benefit." Similar to the East Durham parents and caregivers, Kinston interviewees also expressed the importance of spreading information through the school.

Unfortunately, even if parents know about the programs, one mother expressed her frustration with community members for not taking advantage of the opportunities. She explained, "[Some] parents don't care. [Their kids] aren't being raised, the streets are raising them, the parents aren't doing it. I teach my son certain values and he makes friends at school and I need to keep re-instilling those values because he is around the wrong kids. They do have programs, but many parents don't take advantage of that." Each family interviewee group expressed their inability to convince others about the importance of family engagement. Moving forward, Promise Neighborhoods must determine how best to utilize parents and caregivers to recruit and communicate program benefits to the entire community.

RECOMMENDATIONS

1. Engage families in the planning process

Each community engagement interviewee emphasized the importance of community participatory planning. Families must be brought to the planning table in order to gain a greater perspective on community needs, but also to create community buy-in. Community organizations, business leaders, and political leaders can initiate the conversations, but residents must be given a voice. One conversation is not enough.

Parents and caregivers must receive opportunities over time to provide feedback on programs or lack thereof.

2. Partner with the local school

Each of the three neighborhoods partners with a local school. This partnership allows for greater communication between the organizations and the families. The organizations have easy access to potential participants and can align their programs with the school's needs. Many parents or caregivers also feel more comfortable trusting programs or organizations that are connected with their school.

3. Develop a parent advocate program

The East Durham Children's Initiative parent advocate program provides an essential resource for families to navigate their student's education. Many parents or caregivers do not know their student's rights and struggle to maintain communication with their student's teachers. Advocates can help set up parent-teacher meetings, and they can ensure parents attend important meetings, like a student's Individual Education Plan (IEP) meeting. If families feel intimidated by the political process or if their school feels unwelcoming, the parent advocate can help mediate the situation. If an organization does not have the resources like EDCI to provide a parent advocate, it can develop other ways to help families. For instance, the Kinston Promise Neighborhood provides families with tips about how to approach the Board of Education and the City Council. Organizations can also provide community members with more information about the importance of attending parent-teacher conferences or IEP meetings.

4. Employ grass roots strategies

Rather than depend on technology to communicate messages about programming and recruitment, supplement social media strategies with grass roots community engagement. The community engagement interviewees stressed the importance of community ambassadors. Ambassadors are members of the community that go door to door passing out flyers, answering questions, sharing resources, and recruiting program participants. Staff members also build trust with community residents by introducing themselves and making their presence known in the neighborhood. Many families do not have the Internet in their homes, which can make Facebook and Twitter ineffective communication tools.

5. Determine how to best utilize parents and caregivers to communicate participation benefits to other community members

The parent and caregiver interviewees felt frustrated by their peer's lack of participation. When families are incorporated into the planning process, be sure to develop a specific communications plan. This plan should identify how parents and caregivers define family engagement and communicate participation benefits to the entire community. Beyond utilizing the community ambassadors, parents and caregivers could divide up their neighborhoods and hold their own meetings at the school, community center, or religious institution to encourage new families to participate. Community members could address obstacles to participation, such as transportation, and determine possible solutions, such as developing neighborhood carpools. Promise Neighborhood staff could also collect student, parent, and caregiver testimonials to share with other residents about the Promise Neighborhood's positive impacts.

APPENDIX

Instrument for the administrators:

Target population: my goal is to interview 2-3 administrators from three different Promise Neighborhoods: East Durham Children's Initiative, Kinston Promise Neighborhood, and D.C. Promise Neighborhood Initiative.

Recruitment strategy: Ideally, these administrators will come from the community engagement departments, e.g. Manager of Community (East Durham Children's Initiative) and Family and Community Development Office (in D.C).

Introduction: Let me begin by saying thank you for your time. I really appreciate your willingness to speak with me today. I am a graduate student at Duke Sanford School of Public Policy and I am conducting this interview as part of my master's project. I am working with the North Carolina State Board of Education to address the expansion of wrap-around services, like Promise Neighborhoods, in North Carolina. I am also working to answer the question of how families are engaged and committed to these programs. I will be conducting interviews of both administrators of Promise Neighborhoods and parents of families participating in the Promise Neighborhood programs.

Our discussion will last about an hour and will be tape-recorded so that I can capture as much detail as possible from our conversation. Because you will be providing me with key background information for my project, would it be okay if I quote your answers in my final paper? If at any point you do not want to be quoted or feel uncomfortable discussing a certain topic, please let me know.

Here is an informed consent form that provides some more information. Please take a few minutes to read over it and ask any questions you have about the study.

Introductory Warm-Up Questions:

1. How did you become involved working with the Promise Neighborhood?
Probe: Are you from the community?
Probe: What other experience do you have working with low-income populations?
2. What are the goals of your Promise Neighborhood?
Probe: What will success look like?

DOMAIN 1: Lessons Learned

1. Through your role in developing the Promise Neighborhood, what have you learned about engaging community members?
Probe: Can you walk me through your learning process? In other words, were there lessons you learned right away?

2. What challenges have you faced recruiting families to participate in Promise Neighborhood programs?

Probe: Are there any examples of strategies you thought may work, but did not?

3. If you could have done one thing differently when recruiting families in the beginning (when the Promise Neighborhood began), what would it be?

Probe: Why would you have done that differently?

DOMAIN 2: Planning Process

1. Who was a part of planning your Promise Neighborhood?

Probe: Do you feel that a wide representation of people from the community participated in the planning process? If so, how? If no, why?

2. Can you describe how community members were engaged in the planning process? In other words, what were participants asked to do?

3. What has worked to engage families in the Promise Neighborhood planning process? (The application to become a Promise Neighborhood states residents/community members must participate in the planning process. This question will try to understand what specific measures the administrators took to engage the community).

Probe: Why do you think that has worked?

4. What has not worked to engage families in the Promise Neighborhood planning process?

Probe: Why don't you think it has worked?

DOMAIN 3: Developing Buy-In

1. How did you educate community members about the Promise Neighborhood?

1a. How do you continue to education community members?

2. What was the most effective recruitment strategies you used?

2a. Why do you think those strategies worked?

3. What was the least effective recruitment strategy you used?

3a. Why don't you think that strategy worked?

4. Can you describe examples of community member's behaviors that illustrate how they buy into the Promise Neighborhood culture?

Probe: Why do you think that community member buys into the Promise Neighborhood goals and culture?

Probe: What strategies have you used to ensure this buy-in?

Concluding Cool-Down Questions:

1. Do you have any other thoughts about family engagement you would like to share?

2. Do you have any other thoughts about developing buy-in that you would like to share?

Okay, that concludes our discussion. Again, I really appreciate you taking the time to speak with me. Our conversation was very informative. If you think of any comments you would like to add to today's discussion, you can reach me via email at amc100@duke.edu or by phone at 978-302-8079. Thank you.

Instrument for the parents or caregivers:

Target population: my goal is to interview 4-5 parents from each of the three communities to see how they are engaged in Promise Neighborhoods and whether they feel empowered to make community improvements.

Recruitment strategies: (1) I can ask the administrators how to get in contact with parents who participate in the programs. If they can only provide me with one parent, then I can use the snowball method and have them refer me to more people. (2) Because each Promise Neighborhood is connected with a school, I can contact the school and ask for parents to contact. (3) I can get in touch with those who run the programs and see if I could come to a program day and ask people if they would be willing to participate.

Introduction: Let me begin by saying thank you for your time. I really appreciate your willingness to speak with me today. I am a graduate student at Duke Sanford School of Public Policy and I am conducting this interview as part of my master's project. I am working with the North Carolina State Board of Education to address the expansion of wrap-around services, like Promise Neighborhoods, in North Carolina. I am also working to answer the question of how families are engaged and committed to these programs. I will be conducting interviews of both administrators of Promise Neighborhoods and parents of families participating in the Promise Neighborhood programs.

Our discussion will last about an hour and will be tape-recorded so that I can capture as much detail as possible from our conversation. Everything we discuss will remain strictly confidential. If at any point you do not want to discuss a certain topic, just let me know and we will move on.

Here is an informed consent form that provides some more information. Please take a few minutes to read over it and ask any questions you have about the study.

Introductory Warm-Up Questions:

1. How long have you lived in this community?
2. What do you like about your community?

DOMAIN 1: Experience with the Promise Neighborhood

1. How would you explain what a Promise Neighborhood is?

If R does not know what a Promise Neighborhood is I will explain: A Promise Neighborhood provides different services for families and children beginning from birth all the way to college. The Promise Neighborhoods provide all sorts of programs in your community including Head Start, mentoring and literacy programs, and home visiting services.

2. What challenges do you see in your community right now?

Probe: What challenges do you see for kids specifically?

3. By having the Promise Neighborhood in your community, what do you think will change?

Probe: How do you think the Promise Neighborhood will help make that change?

3. How did you learn about the Promise Neighborhood program options?

4. While the Promise Neighborhood was developing in your community, and people were deciding what services should everyone have, were you involved in any of the planning process? If so, how were you involved?

4a. If no, would you have wanted to participate in the planning process? Why or why not?

Probe: Is it important that community's members' voices are heard during the planning process? Why or why not?

DOMAIN 2: Buy-In

1. What programs within the Promise Neighborhood do you participate in?

1a. What programs within the Promise Neighborhood does your family participate in?

2. Why do you participate in the Promise Neighborhood program(s)?

2a. Why do your family members participate in the Promise Neighborhood program(s)?

Probe: What about the program(s) do you like?

Probe: What about the program(s) don't you like?

3. How hopeful are you that better results for your child/children are possible? What makes you hopeful or not hopeful?

Probe: How has the Promise Neighborhood made you more hopeful (or less hopeful)?

DOMAIN 3: Community Members as Influential Participants

1. One of the goals of the Promise Neighborhood is to make community members feel they have the personal power to improve conditions and circumstances for their family. Do you feel like you have this power?

2. If yes, how has the Promise Neighborhood helped make you feel influential to improve things for your family?

If no, what could the Promise Neighborhood do differently to make you feel influential to improve things for your family?

3. Do you think your neighbors feel this same type of influence we have been talking about? Why or why not?

Concluding Cool-Down Question:

1. Do you have any other thoughts about Promise Neighborhoods you would like to share that I did not ask about?

Okay, that concludes our discussion. Again, I really appreciate you taking the time to speak with me. Our conversation was very informative. If you think of any comments you would like to add to today's discussion, you can reach me via email at amc100@duke.edu or by phone at 978-302-8079. Thank you.

Specific Pipeline of Services for Each Neighborhood

East Durham Children's Initiative

Early Childhood	Elementary School	Middle and High School	Family, Social Services, Health	Community-Building
Durham Connects	Transformation School	Transformation School	Holton Wellness Clinic	EDCI Outreach Coordinator
Health Families Durham/Jumpstart	Intervention at Y.E. Smith	Intervention at Neal and Southern High School	Child Mental Health Clinic	Community Advisory Board
Hill Early Literacy Program	EDCI Parent Advocate Program	Citizen Schools	South Health Clinic at Southern	Project RED
Incredible Years Dina	HillRAP Tutoring	Graduation Coaches	Dental Clinic/Tooth Fairy Mobile Clinic	Habitat for Humanity
Stepping Stones	Super Why Summer Camp	Student U		Living in the Word
Transition to K Events	Project READS	Teach for America	Mobile Farmers Markets	KaBOOM! Playground
Childcare Consultation	Learning/Camp High Hopes	SPARCS	Cooking Matters	
	Child Family Support Team	Gateway to College	North	
		Career/Vocational Classes at Holton		

	Achieving Health for a Lifetime	Durham Together for Resilient Youth	Carolina Child Response Initiative	
	Back Pack Buddies Program		Benefits Bank	
	DINE for Life			
	Playworks			
	KidZNotes			
	Museum Collaborative			

Kinston Promise Neighborhood

Early Childhood	Elementary School	Middle/High School	College and Careers	Families and Community
NC Pre-K	21 st Century Community Learning Centers	Lenoir County GEAR UP	Lenoir County Early College	Parents as Teachers
Head Start		Project Promise Mentoring Alliance	Lenoir County Community College	Family Literacy
Three School	Little by Little mentoring and literacy	Kids2College		Kinston Housing Authority
Parents as Teachers	Kinston Youth Enrichment Project	Young Women of Promise, Inc.		Compassion Outreach CDC
Safe Kids	Lenoir County Cooperative Extension (4-H)	Granville Academy North Carolina		St. Mark Ministries Hand on Humanity CDC
Kinston Community Health Center		Young Women's Outreach Center		
Lenoir Community Health Department	Junior Achievement			
	Young Women of Promise			

DC Promise Neighborhood Initiative

Early Learning Network	Elementary School	Middle and High School	Pathways for Parents	Community-Building
Early Head Start	Jump Start	DC Scores	Connect Parents to GED Programs	Children's National Medical Center
Head Start	Children's National Medical Center FitFamily Jr.	TurnAround for Children	Lifelong Job and Workforce Development Training Programs	Mobile Medical and Dental Unit
Early Elementary Classrooms	Save the Children	Simon Scholars College Scholarship Program	Financial Literacy Programs	MPD 6th District Crime Prevention
Family Childcare Homes	AARP Experience Corp	Georgetown University Meyers Institute for College Prep	Education on the Importance of Early Education	DC Public Library Deanwood
Community-based Childcare Centers	Live it, Learn it	Junior Achievement	Engage Parents in their Child's Learning	Bank on DC
Home Visiting Partners	Tiger Woods Learning Center	Mentor Foundation USA		East of the River Family Strengthening Collaborative
Healthy Babies Project	DLA Piper Reading Program	Tiger Woods Learning Center		DLA Piper/Equal Justice Works/Bread for the City Legal Clinic
DC Early Stages	Georgetown University DC Reads			DC Housing Authority
Lia's Rainbow	The Fishing School			
Educare	Dolly Parton's Imagination Library			

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